



## MCLEES ELEMENTARY

4900 Dobbins Bridge Rd.  
Anderson, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	637 Students	
<b>Principal</b>	Janet Mills	864-716-3600
<b>Superintendent</b>	Betty T Bagley	864-260-5000
<b>Board Chair</b>	Mr. Al Norris Jr.	864-260-5042

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Average	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

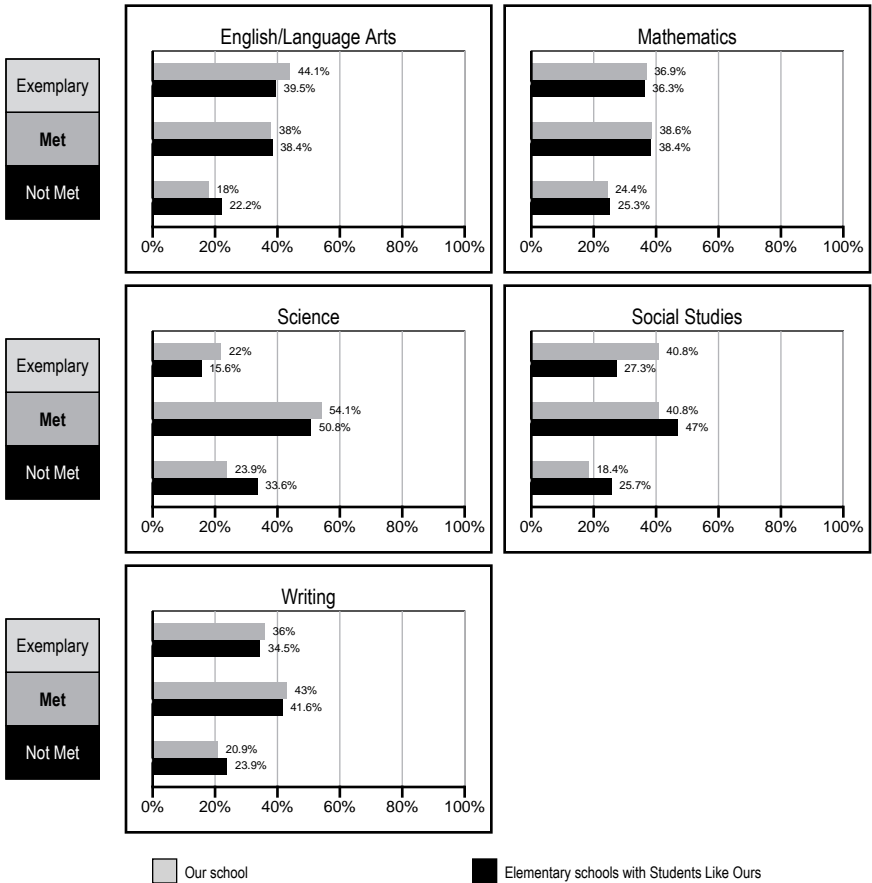
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
13	34	71	4	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=637)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.2%	1.0%	1.1%
Attendance rate	95.8%	Down from 99.9%	96.0%	96.2%
Served by gifted and talented program	19.9%	Up from 14.0%	13.3%	13.4%
With disabilities other than speech	7.8%	Down from 15.5%	5.2%	4.1%
Older than usual for grade	0.8%	Down from 1.8%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	64.3%	Up from 43.5%	60.3%	62.5%
Continuing contract teachers	100.0%	Up from 84.8%	90.8%	88.2%
Teachers returning from previous year	85.9%	Up from 81.9%	88.1%	87.8%
Teacher attendance rate	93.5%	Down from 94.1%	95.0%	95.2%
Average teacher salary*	\$43,940	Down 2.8%	\$46,621	\$46,773
Professional development days/teacher	13.3 days	Up from 12.5 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.4 to 1	19.8 to 1	19.9 to 1
Prime instructional time	88.5%	Down from 93.5%	90.2%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,486	Down 4.4%	\$7,307	\$7,447
Percent of expenditures for instruction**	70.9%	Up from 69.8%	67.9%	68.4%
Percent of expenditures for teacher salaries**	70.3%	Up from 68.5%	65.4%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

McLees Academy of Leadership is an outstanding school located on the west side of Anderson, South Carolina that creates a wonderful learning environment. This year we received status as a magnet school of leadership. We continued to train our staff in leadership skills based on Stephen Covey and began implementation with our students and families. McLees had an average enrollment of 650 students and 88 staff and faculty members. We house grades K-5 in regular and special education classrooms. The faculty, staff, and administration work together as a strong team with common goals. We are committed to providing a quality instructional program that is tailored for each child in a safe school environment.

Our school received a report card rating of average in 2010. We are a Red Carpet and a Schools of Promise school. We are recipients of two state awards: Literacy Spot Award which recognizes outstanding emergent literacy programs in primary schools, and Exemplary Writing Award sponsored by the South Carolina Department of Education based on an extensive evaluation of a school's instructional programs, with a particular emphasis on writing. Instructional programs at McLees included computer assisted instruction, Early Reading Intervention, Daily Calendar Math, and balanced literacy. We continued with our writing recognition programs this year: Best in Show and Maverick Writers. Staff development sessions included guided reading, math, technology, Science kits, leadership, and data analysis. Other activities included a Chorus, Post Office, Publishing Center, School News Show, Leadership Marches, Recycling, and Open House.

At McLees Elementary School we are dedicated to our students and eagerly accept the challenge of guiding them as they become responsible, independent learners in a developmentally appropriate environment. Diversity is appreciated, and family and community are involved as partners in this process!

Principal-Janet Mills            SIC Chair-Mrs. Kim Dillon

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	74	50
Percent satisfied with learning environment	100.0%	87.7%	92.0%
Percent satisfied with social and physical environment	97.7%	87.7%	95.9%
Percent satisfied with school-home relations	83.7%	78.4%	87.2%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	347	99.7	19.1	36.4	44.5	87.8	85.7	82.4	Yes	Yes
Gender										
Male	184	100	23.4	38.3	38.3	85.6	82.5	78.7	N/A	N/A
Female	163	99.4	14.5	34.2	51.3	90.1	89	86.2	N/A	N/A
Racial/Ethnic Group										
White	215	100	17.6	30.7	51.8	88.9	91	88.9	Yes	Yes
African American	111	99.1	24	50	26	84	77.4	72.9	Yes	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	94.4	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	86.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	98	100	49.4	27.6	23	64.4	51.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	5.9	23.5	70.6	100	85	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	237	99.6	23.4	38.5	38.1	85.3	78.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	347	99.4	25.8	37.1	37.1	82.1	85	81.9	Yes	Yes
Gender										
Male	184	100	30.5	35.3	34.1	79.6	83.6	79.9	N/A	N/A
Female	163	98.8	20.5	39.1	40.4	84.8	86.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	215	100	24.1	33.2	42.7	84.4	90.6	88.9	Yes	Yes
African American	111	98.2	33.3	44.4	22.2	74.7	75.7	71.4	No	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	96.7	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	91.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	98	99	59.3	24.4	16.3	52.3	49.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	5.9	52.9	41.2	100	91.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	237	99.2	32.3	34.6	33.2	77.9	77.7	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	240	99.2	25.7	50	24.3	74.3	77.8	68.6
Gender								
Male	129	100	30.3	45.9	23.8	69.7	77.6	68.3
Female	111	98.2	20.2	54.8	25	79.8	78	68.9
Racial/Ethnic Group								
White	146	99.3	21.2	50.4	28.5	78.8	85.8	80.7
African American	81	98.8	36.8	48.7	14.5	63.2	65.1	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.1	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	74	100	50.7	30.4	18.8	49.3	41.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.3	60.7
Socio-Economic Status								
Subsidized meals	169	98.8	33.1	49.4	17.5	66.9	67.9	57.3

Social Studies								
All Students	246	99.6	20.8	38.5	40.7	79.2	80.6	72.5
Gender								
Male	137	100	27.3	33.1	39.7	72.7	78.3	72
Female	109	99.1	13	45	42	87	83.1	73.1
Racial/Ethnic Group								
White	147	100	18.9	35.6	45.5	81.1	87.4	81
African American	83	98.8	24.3	41.9	33.8	75.7	70.2	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	68	100	49.1	29.8	21.1	50.9	46.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	13	100	7.7	38.5	53.8	92.3	85	69.7
Socio-Economic Status								
Subsidized meals	168	99.4	27	40.8	32.2	73	71.7	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	93	97.9	20.9	43	36	79.1	76.3	73.2	95.8	96
Gender										
Male	41	97.6	24.3	48.6	27	75.7	70.7	67.2	95.8	95.9
Female	52	98.1	18.4	38.8	42.9	81.6	81.6	79.4	95.8	96
Racial/Ethnic Group										
White	59	98.3	14.5	45.5	40	85.5	83.4	81.5	95.4	95.7
African American	29	96.6	38.5	34.6	26.9	61.5	65.4	61.3	96.3	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	78.3	87	98.2	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.4	66.7	96.9	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
Disability Status										
Disabled	20	90	N/AV	N/AV	N/AV	18.8	28.8	26	94.2	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	71.6	65.7	98.2	96.7
Socio-Economic Status										
Subsidized meals	59	98.3	34	39.6	26.4	66	64.9	63.2	95.4	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	121	100	27.7	24.4	47.9	72.3
	4	89	100	20.2	51.2	28.6	79.8
	5	129	100	21.1	40.7	38.2	78.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	117	100	15.7	24.1	60.2	84.3
	4	134	100	27.4	37.1	35.5	72.6
	5	93	100	11.8	51.8	36.5	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	121	100	31.1	33.6	35.3	68.9
	4	89	100	14.3	52.4	33.3	85.7
	5	129	100	30.1	42.3	27.6	69.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	117	100	25.9	25	49.1	74.1
	4	134	100	28.2	41.1	30.6	71.8
	5	93	98.9	22.6	47.6	29.8	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	64	98.4	46.8	33.9	19.4	53.2
	4	89	100	15.5	67.9	16.7	84.5
	5	64	100	30	60	10	70
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	59	98.3	26.3	36.8	36.8	73.7
	4	132	100	27.9	55.7	16.4	72.1
	5	47	97.9	20	53.3	26.7	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	58	98.3	17.9	42.9	39.3	82.1
	4	89	100	17.9	47.6	34.5	82.1
	5	65	100	28.6	46	25.4	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	64	100	17.5	35.1	47.4	82.5
	4	134	100	24.2	39.5	36.3	75.8
	5	47	100	15	40	45	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	122	94.3	27.4	23.9	48.7	72.6
	4	88	98.9	17.9	41.7	40.5	82.1
	5	127	98.4	30.3	29.5	40.2	69.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	93	97.9	20.9	43	36	79.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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